

# PD Connection

LINKING PRACTITIONERS AND RESOURCES

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## Welcome

to this special edition of PD Connections that spotlights planning. As we begin the new program year, there is lots of planning to do and the PD Partners hope this newsletter will give you ideas for your professional development activities.

Good planning includes setting goals. You've probably heard national leaders stressing the importance of having clearly defined goals. Detailed goals allow you to focus on exactly where you want to go and enables you to develop a plan of how you're going to get there. But goal setting can be a daunting task. The same can be said for professional development planning.

[www.kyvae.org](http://www.kyvae.org)

If professional development is planned correctly, the activities will allow staff to focus on specific skills they need while supporting program goals. This theme emerges in all of the articles in this special edition of PD Connections: **Planning for Professional Development.**

In our cover story, KAEI's Toni-Ann Mills presents information on Setting Competency-based Goals for Professional Development. Cindy Read of KIFL talks about how to use the new PD Handbook for planning and Connie Spencer-Ackerman of the MSU Academy connects IPDPs to Program Improvement. Peggy Muller tells how you can get your ANGEL wings and Donna Potter writes about her experiences learning in an online environment. There is lots more ...

## Setting Competency Based Goals for PD

By Toni-Ann Mills,

CCLD Director-Adult education, [tamill2@uky.edu](mailto:tamill2@uky.edu)

There have been many documents written about competencies to the point where a competency-based training program is almost needed to understand what competencies are. However, the best way to understand competencies is to go to the bottom line and work your way backward.

### Bottom line:

PD activities should lead to improved job performance and satisfaction so that program and adult learner goals can be achieved.

The PD partners hope you find this special edition of PD Connections helpful as you begin planning for your professional development this year.

Sandra Kestner  
Editor

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## What is a Competency?

A Competency is the skill and knowledge needed to complete a particular task. For example, a competency goal might be: **An instructor will be able to develop lesson plans that have imbedded web links and activities that reinforce Internet skills for learners.**

A competency then, will list the *tasks* to be performed in order to demonstrate the *skills* and *knowledge* needed for a job.

At this point you may be asking “Why all this trouble?” Remember the bottom line – improved job performance and satisfaction so that program and adult learner goals can be achieved. If you select your PD activities based on identified competencies then you will be able to measure your outcomes. From this you can determine if the PD has fully met your needs or if further PD is required. But, to quote a famous television advertisement, “wait, there’s more” – we also want the PD to be completed in the most efficient and effective manner possible. That is where research-based practices can help. Look at the types of PD offered and look at the research principles that underlie its design and delivery. Look for evidence that the PD being offered will give you the results you are looking for. If you use competency and research-based methods of professional development you will be able to meet that bottom line in an effective and efficient manner.

The following steps will help you in your PD decision making once you have identified the area where you want to see change occur:

- Identify the instructor/program manager standards and competencies that relate to that change.

- List the skills and knowledge needed.
- Describe the tasks that would need to be performed to demonstrate those skills and knowledge.
- State the standard of performance that is required.
- Document what measures you will use to show that the appropriate skills and knowledge have been gained and that the tasks can be performed to the required standard.
- Examine the PD that is offered in this area and look at the research base that informs it.
- When the PD is completed and after you have had time to institute and practice what you learned, measure the outcomes you have achieved in terms of your bottom line.



If you would like help in setting competency-based goals, I would be happy to assist via email or phone, Toni-Ann [tamill2@uky.edu](mailto:tamill2@uky.edu) or (859) 257 6127.

### Examples:

*“By the end of three months, I will be able to list the reading strategies that can be used for pre-reading sessions with level 2 adult learners. I will check this list against those detailed in the KAELI WebQuest.”*

This goal states the time (3 months) within which the activity will take place, describes a measurable action (list the strategies) and a clearly defined purpose (for level 2 adult learners) and how the success will be measured (against those detailed in the KAELI WebQuest).

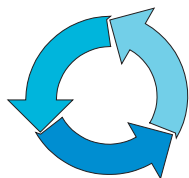
A poorly expressed goal would be

*“I will understand pre-reading strategies before the end of the year.”*

*“Understanding”* cannot be measured although it can be indicated by demonstrable activities (list, describe, demonstrate etc). *“The end of the year”* is too vague to act as a motivating factor and there is no clearly stated purpose.

Competency based goals allow you to easily review your progress and if necessary, adjust your learning strategies. Having a clear plan is a great motivating agent.

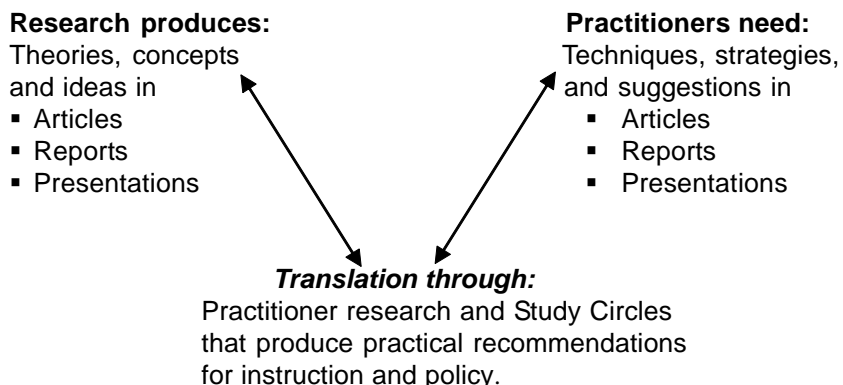




## What is a Study Circle and How Does it Work?\*

Study circles are intended to help adult educators translate theories and concepts into best practices. They provide an opportunity for practitioners to read and think about the uses of research in their practice. This is important for ensuring that research is actually influencing practice.

Study circles encourage adult educators to learn about, discuss and try out ideas from research, and help translate theoretical concepts into practical suggestions. The process also provides feedback for university-based researchers; translating research theories into practical suggestions. The following diagram depicts this process:



### Ideal Components of a Study Circle for Adult Educators

- ❑ Five to eight participants
- ❑ Three or four sessions exploring a given topic of interest to participants
- ❑ Sessions lasting two to three hours
- ❑ Participants attend each session having read materials handed out previously
- ❑ Materials represent the most current thinking on a topic
- ❑ Participants agree on an agenda and specific discussion questions, leaving time for evaluation and reflection of the session
- ❑ Any member can lead the session
- ❑ Documentation in the form of a meeting log should be kept for each meeting

### Who should participate?

Any adult educator, both new and experienced.

### What should the outcomes of the Study Circle be?

- Learn more about the topic, gain knowledge about the research on the topic, and find some new ideas for putting that knowledge into practice. For example, you may want to learn more about what the research is saying about reading instruction for adults.
- Generate practical ideas or recommendations for teaching and program practice.

### Ways a Study Circle group could generate and document ideas:

- List strategies or practical suggestions for applying adult education research theory into the classroom. These could be techniques, approaches, or other type of classroom activities.
- An action plan the group develops together describing how they intend to put into practice some of the things they have learned during the Study Circle.

### How do Study Circles Work?

The study circles are designed for approximately eight participants; we don't recommend running a study group with more than ten or less than five because discussion are harder to facilitate with too few or too many participants.

### How long is a study circle?

Each study circle is designed for nine hours, divided into three or four sessions. It could be longer, depending upon participants' interest.

### How can I share the work of a study circle?

You can submit your findings or experience in an article that could be submitted to *PD Connections*.

\*Adapted with permission from the National Center for the Study of Adult Learning and Literacy's Practitioner Dissemination and Research Network (2000). NCSALL Study Circle Guide: Performance Accountability in Adult Basic Education. Boston: Harvard University.



## Lost in *the* Translation

*By Maurice White, Adult Education Academy for Professional Development,  
ma.white@morehead-st.edu*

Each year, more and more immigrants stream into our country, barely knowing enough English to patch a sentence together. Kentucky has experienced a large influx of foreign-born adults between the ages of 20 and 34. This population is comprised of both international and domestic migrants. When we factor in all the other age groups within this immigrant population and look at the most current demographics, the social, cultural, economic, and educational ramifications for the state are considerable. KYAE served approximately 5,000 non-native English-speaking adults in ESL programs over the past year and the numbers are growing.

As our instructors struggle to help these adults learn to speak English, accountability and outcome measures make this aim an urgent one. It is especially important that quality PD training be delivered to both pre- and in-service practicing teachers. Effective ESL professional development training must include the following:

- How adults learn best and how instruction can best facilitate that learning
- How adults learn a second language
- How to teach others from a variety of cultures
- What instructional approaches support second language development in adults.



The most successful training for instructors working with adult ESL students is ongoing, extensive, and has a strong research base. In addition, current literature on staff development points to the need for adequate time for inquiry, reflection and teacher collaboration. The upcoming KYAE online course – Orientation to ESL – and the new cycle of ESL training sessions have all been developed with these critical ideas in mind.

And, more importantly, the content of the training opportunities will benefit practitioners in traditional adult learning centers, as well as those in other environments such as the workplace and correctional facilities.

### **For more information on ESL visit the following websites:**

- ❑ Center for Applied Linguistics (CAL): [www.cal.org](http://www.cal.org)
- ❑ National Clearinghouse for Bilingual Education (NCBA): [www.ncbe.gwu.edu](http://www.ncbe.gwu.edu)
- ❑ Teachers of English to Speakers of Other Languages (TESOL): [www.tesol.org](http://www.tesol.org)
- ❑ U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMKA): [www.ed.gov/offices/OBEMLA](http://www.ed.gov/offices/OBEMLA)



## The PD Handbook - A Tool for IPDP Planning

By Cindy Read, Director, Kentucky Institute for Family Literacy, cread@famlit.org



The subtitle of this year's Professional Development Handbook, "**A Plan for Success**," was carefully chosen.

It conveys the purpose of the Handbook as a **tool** to help program staff plan for professional development. The subtitle also reinforces the belief that thoughtful professional development planning for adult education and family literacy staff will ultimately lead to **success** for your students.

Following are some tips for using the Handbook in a way that will maximize your program's success:

- After completing Individual Professional Development Plans (IPDPs) with your staff at the beginning of the year, use the Handbook to match identified PD needs to PD offerings. Browse through the "Approved PD Activities" to get ideas.
- Need guidance in implementing IPDPs? The PD Handbook can help. Turn to page 15. Also, there is blank IPDP form on page 71.
- Once you have chosen the appropriate PD activities to meet staff and program needs, use the Handbook to fill in your PD calendar for the year and to identify the contact for registering.
- Keep the Handbook on the shelf throughout the year as a convenient reference on PD Requirements, standards, and answers to Frequently Asked Questions about KYAE Professional Development.

The Professional Development Handbook was mailed to the Adult Education Director in every KYAE program in early August. It is also posted on the KYAE website at <http://adulthood.state.ky.us/>. Remember, the Professional Development Calendar is updated throughout the year, so make it a habit to check [www.kyvae.org](http://www.kyvae.org) on a regular basis.



### Online Learning: What an Experience!

By Donna Potter, Associate KYAE, Donna.potter@ky.gov

I began taking the online course, *Orientation to Family Literacy* through the Penn State World Campus the second week of June. I thought since the course was offered in my specialty area of family literacy and I would be working with my Kentucky colleagues it would be a great experience.

My expectations were to learn more about family literacy, my colleagues, and the computer.

The first three weeks were trial by fire. It took me awhile to maneuver within the ANGEL environment. I had never gone to a chat room, put a lesson in the drop box, or read lessons from the computer. I spent the first week complaining to anyone that would listen about how frustrated I was with this new learning environment. But I had volunteered to take this course!

Now that I am nearly finished with Family Literacy 497, I must say that this has been one of best growing experiences I have had. It is hard to know how another person feels until you walk in their shoes, but I can imagine that I must have had some of the same feelings that our adult education students feel when they come into our programs. I felt excited, frustrated, totally out of touch, and really wanted to quit, especially those first three weeks. I am proud of my success and perseverance. Whoever said that you couldn't teach an old dog new tricks didn't know what could be done with determination, instructor and peer support and a whole lot of trial and error. My advice to adult educators and students entering the online environment for the first time is to remember why you are taking the course. The end results are well worth the effort.



## How to Get your ANGEL Wings



ANGEL Wings . . . What? Why? When? Where?

**ANGEL Wings** is the certificate of completion you will receive for DL101/ Basic ANGEL user workshop offered by KYAE .

**What:** ANGEL is the online management system used by KYVAE and KYAE to provide system support for many of our online activities. Currently, Adult Educators can take online professional development courses totally online. Blended courses such as WIN, PLATO, and LiteracyLink, feature online components and face-to-face training; then use the online environment to provide pre-and post training activities.

A great feature of Angel is the use of **Community Groups** to create specialized groups, which allow those members to communicate with each other and post documents to the site, eliminating the concerns about privacy that often come with email.

**Why:** ANGEL provides a complete set of easy-to-use teaching and learning features that can be modified to allow individual instructors to easily construct their own online classroom, where they can post class materials, provide links to web resources for students and to allow for communication within a specific classroom or group of students by e-mail, discussion board or even by using the whiteboard.

*Peggy Muller, KYAE Associate for Distant Learning,  
Peggy.Muller@ky.gov*

ANGEL's easy-to-use design makes even beginning users quickly comfortable. It is easy to navigate, easy to add content, and has a quiz and survey feature that allows you to quickly create the assessments want for your students.

**When and Where:** If you wish to learn more about using ANGEL and teaching with our online products, as well as creating your own "course/ community group", then sign up for DL101: Basic Angel training: coming to a site near you. For more information contact Peggy.Muller@ky.gov.

## The Process of Reflection

*By Sandra Kestner, Senior Associate KYAE,  
Sandra.Kestner@ky.gov*

Reflection is a very powerful learning tool. The concept of reflective practice was pioneered by Donald Schon (1987), as a way of describing and developing skilled judgment in professions like teaching. Reflecting on your practice is important before and after planning and following professional development activities.

Here are some powerful questions that you might think about as you consider your goals and how to implement them:

- What are my positive attributes?
- How does my practice impact learner outcomes?
- How will I judge the quality of my students' work?
- How can I improve or strengthen my practice?
- What skills, knowledge, or abilities do I need to gain?
- Based on data, what do I know about my students' needs?
- How do my goals impact or support our program goals?

As you engage in reflective thinking, write down your thoughts and save them as a part of your professional portfolio. The reflective process itself, whether you share it with someone or not, is a productive and healthy way to make decisions regarding your own growth and development.

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### To Deepen Reflection . . .

- ❑ **Review Data:** Thorough and effective monitoring of student outcomes can be a powerful tool for instructor development.
- ❑ **Collaboration:** A way to bring other perspectives to bear on your own work. Feedback and interaction from colleagues through peer coaching, instructor support groups, and classroom observation can be a stimulus for closing the gaps between what we think we do and what we really do.
- ❑ **Purpose and Context:** Focus reflection not only on your own teaching practices but also on the things that directly and indirectly impact your class. These are the ethics and principles of our actions—what is our purpose?



## Orientation to Adult Education: Online Tips

*By Sandra Kestner, Senior Associate KYAE, Sandra.Kestner@ky.gov*

The alpha test results are in and the newly revised *Orientation to Adult Education: KYAE 200* is ready to go. This course is required for all new adult educators and is highly recommended for experienced providers who need a refresher.

I think you'll enjoy the online course. You can explore Kentucky Adult Education issues with activities and pictures that make the course come to life. There are seven lessons which include topics such as: The Adult Learner; Student Orientation and Goal Setting; Assessment; and Tracking Student Progress. Once you complete all seven lessons and take the course survey, you will get your PD certificate printed, right online! Wow! All from the comfort of your office, public library or home.

Here are some tips to help you with the course:

- The course is lengthy and full of wonderful information. You should print each lesson and keep them in a notebook as a handy reference to use throughout the year.
- Be sure to look at the course syllabus, which you will find once you are in KYAE200. The syllabus describes the course, the lessons, and the competencies that you will gain upon successful completion of the course.
- Find a quiet place to work on the course lessons where you won't be disturbed.
- Don't try to complete more than two lessons in one day. There is too much information to comprehend all at once.
- Each lesson takes about one hour to complete, including taking and passing the final lesson quiz.

Each Friday afternoon I am planning to set aside time for online course facilitation. During that period I will respond to any questions or comments you have posted. If you have questions regarding the operation of the course, please call the KYVU Call Center at 877-740-4357. We want you to successfully complete the KYAE200 requirements and enjoy the experience as well.

**When one teaches,  
two learn.**

*Robert Half*



# On Target: Why Individual Professional Development Plans are Critical to Program Improvement

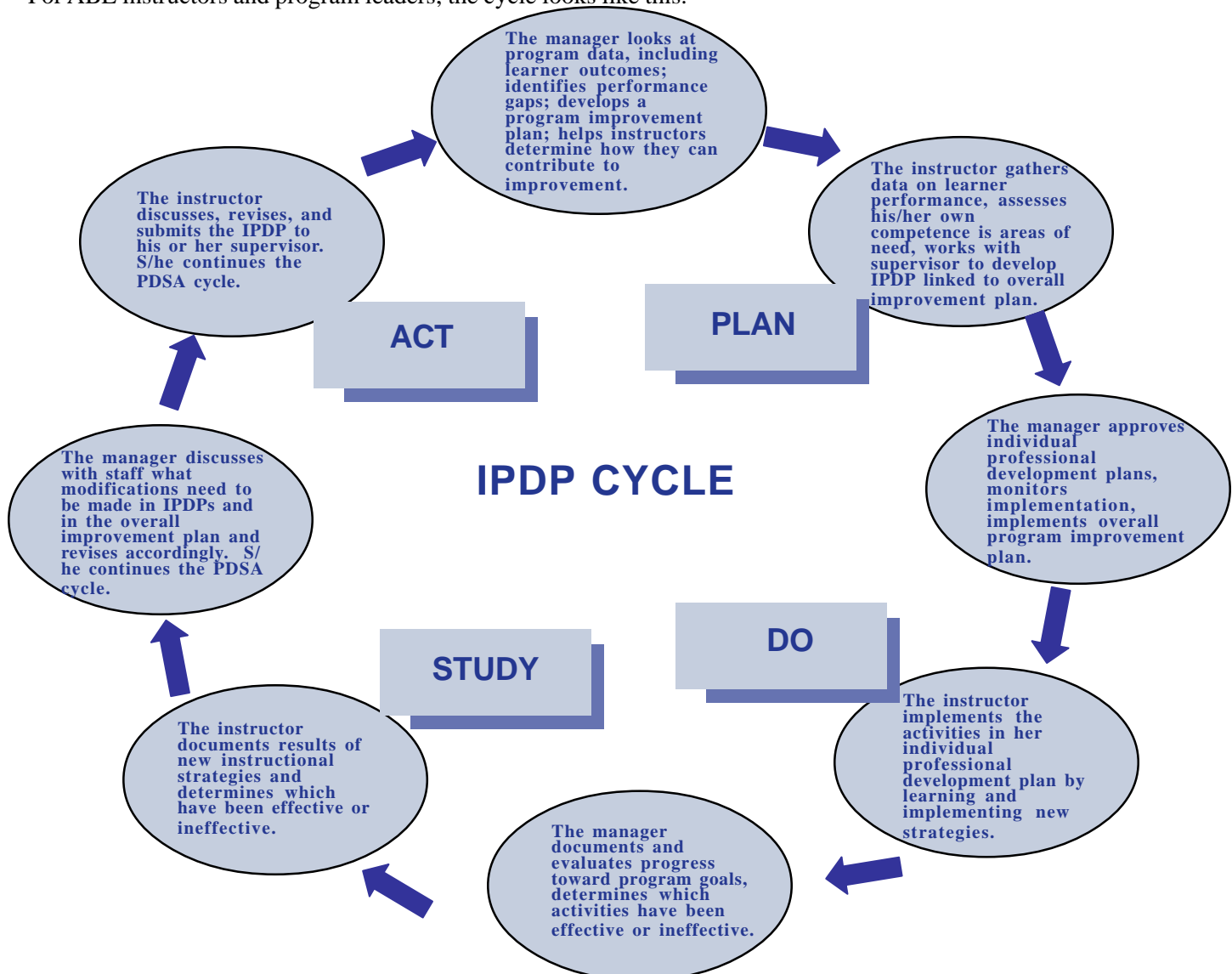
By Connie Spencer-Ackerman, [c.spencerack@moreheadstate.edu](mailto:c.spencerack@moreheadstate.edu)

Ensuring the connection between an instructor's practice, learner outcomes, and program achievement requires the attention of both the instructor and the program leader. They are partners in the continuous improvement cycle. The instructor can systematically monitor his or her students' progress, recognize needs for professional growth to strengthen student learning, and seek out professional development opportunities to build knowledge and skills.

At the same time, the program leader has responsibility for monitoring participant outcomes across the entire program, recognizing common and individual needs for professional growth, and recommending and supporting appropriate professional development opportunities. Working together on the individual professional development plan (IPDP) is one way to help leaders and instructors link program improvement goals to individual improvement plans.

The philosophy of continuous improvement says that everyone can improve and that decisions about areas of improvement should be based on collected and analyzed information – not simply on hunches. Most continuous improvement frameworks include steps for looking at the current state of affairs and planning for what you want to achieve, doing what you plan, studying the results, and, as needed, revising the plan. This cycle is often summarized as Plan-Do-Study-Act or Plan-D- Check-Act.

For ABE instructors and program leaders, the cycle looks like this.





## Details Matter: A Behind the Scenes Look



Leah Disponett, Administrative Secretary I, KYAE,  
Leah.Disponett@ky.gov

Only in my dreams does planning a training event fall into place effortlessly. Lets take a behind the scenes look at how a workshop comes together. Once our training schedule is set, my job kicks in. I immediately begin to find a prospective site. After many emails and calls, the space is identified. I prepare the appropriate paperwork for approval. When the paperwork is signed, the training is posted on the PD calendar.

Three weeks before the workshop, registrations have barely trickled in, and we decide if we should cancel the training. With a friendly reminder to the field, registrations pick up and we're a GO for the workshop. I enter the necessary information into our PD database. With less than two weeks to go I'm frantically making changes to the training manual.

It's now a week before the training, and I take the approved copy, hop in my car, and speed over to Quick Copy. Upon returning, I send out the confirmation letter immediately. Whoops! Four of the e-mail addresses come back as undeliverable. This time I fax the confirmation. Quick Copy calls. The machine that punches the holes in the manual is broken. They will take the copies to another center and have it punched, but the manual will not get to me for another day. I look at the calendar. Three days left. I look at my innocent three-hole puncher. I say, "Go for it." They promise to get the finished copies to me no later than noon. I prepare the certificates, name badges and the sign in sheet. The manuals arrive and I put them together without incident. I box them up with the certificates, name badges and sign in sheet.

When I return to my desk, I have a voice mail and two emails. Three additional people want to attend the training. I sign them up (if space is available), send out their confirmations, and generate more certificates, name badges and a new sign in sheet. I open the box that contains the envelope and add the new certificates, name badges and sign in sheet. I toss the old sign in sheet, and then tape everything back up.

After the training, the facilitator hands me a sign-in sheet that only eight people signed, but we had 15 registered! What happened? I go through any certificates that are left and cross-check with the sign-in sheet. Then I create new certificates for the attendees who had not registered and send them to their e-mail addresses. I enter the data in the database and file everything away.

Along with the day-to-day logistics, I also get many questions. Here are the most common registration questions I get:

**Q: *The training is in three weeks, why haven't I received my confirmation notice?***

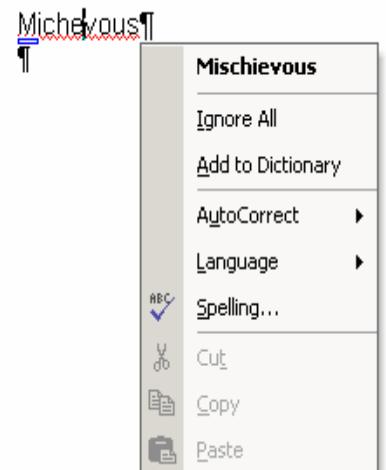
**A:** Confirmation letters and driving directions are sent two weeks prior to the training. If the training is one week away (or less) and you have not received your confirmation, give me a call or send me a quick e-mail. Your registration may have been lost in the black email abyss.



## Tech Tip



Right click on a word that is misspelled and you will see options for the correct spelling.



**Q:** *I sent my registration form last week and I still can't access WP100: Gearing Up for the Workplace at My Page in [www.kyvae.org](http://www.kyvae.org). Didn't you register me for it?*

**A:** Yes and no. I register people for face-to-face trainings. You are responsible for signing up for any online courses through [www.kyvae.org](http://www.kyvae.org). If you need assistance with the online course registration, call the KYVU Help Desk at 877-740-4357.

**Q:** *I've been on vacation and just checked my e-mail. You are offering a training that I would really like to attend. The training is in two days. Am I too late to register?*

**A:** Unfortunately, training space is limited. Due to copying training manuals, the size of the meeting space, and all of the other prep work that goes on before you know the training even exists, we can't guarantee a seat for everybody. The best way to avoid this problem is to review the KYAE online PD calendar through [www.kyvae.org](http://www.kyvae.org).

I hope the answers to these questions will be a handy reference for you in the future. When you aren't sure of what you should do or whom you should contact, feel free to contact me. I can be reached by phone at (502) 573-5114, ext. 116 or by e-mail [Leah.Disponett@ky.gov](mailto:Leah.Disponett@ky.gov).

## Demystifying the National Reporting System

*By Joyce Bullock, KYAE Associate, [Joyce.Bullock@ky.gov](mailto:Joyce.Bullock@ky.gov)*



Are you challenged by our performance and reporting requirements also known as the National Reporting System (NRS)? I am too, and we are not alone. One challenging area is the information on the student profile that you collect for the AERIN system. As you fill out the intake form and progress form are you sure that you understand what you check off? For instance the NRS refers to getting a job as a goal and program performance indicator. Do you know that some unpaid jobs<sup>1</sup> would qualify as a completed goal on this measure? Do you know that public assisted employment does not qualify as a completed goal for this measure?

Many adult education instructors do not attend the KYAE data user trainings, AERIN, and we haven't done NRS training since it was first introduced in 1999. To help adult educators manage data, I'm developing an online course that describes the NRS system and the responsibilities of the adult educator. Introduction to the National Reporting System of Adult Education (NRS 200) will introduce you to a NRS handbook that contains the definitions, collection procedures, and AERIN tips for developing student profiles and reporting student progress. It also includes the NRS functioning level descriptors to help you identify when a student is ready for reassessment. You will be able to print out the handbook for your use in the learning center. Besides the handbook, the course reviews the performance report, carry-over achievements and a follow-up checklist.



A checklist should be completed to document the two NRS employment gains. In the past, a post-it or note in the student's folder served to document a goal completion in employment placement or retention. The checklist asks some additional questions and complies with the NRS state and national requirements. This ensures comparability of these measures.

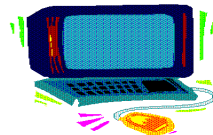
NRS 200 is recommended for all adult educators and program directors. I believe it will help participants capture the success you work so hard for with your students. It will be available in the Fall 2004.

During a session at the upcoming Adult Education/AAACE national conference in November, I plan to get input from program directors to develop a recommended AERIN/NRS timeline. The session, *A Closer Look at Performance Data*, will start with the annual AERIN performance report to identify next steps for July 2004 through June 2005 and into October of the following year. As we build the timeline we will discuss when to follow up with exited students, when to remind instructors to update student contact information, when to identifying potential carry over achievements.

Together we will work to **demystify** NRS.

#### (Footnote)

<sup>1</sup> Working 15 hours or more per week at an unpaid job on a farm or business operated by a family member or by the student



Here's a sample  
**AERIN Tip** from the  
handbook.

Student attendance is documented using online learning time, a sign-in sheet, or an attendance roster. The total number of hours are tabulated when a student exits the program or when the student is separated at the end of the program year. That total should be recorded in the student's folder and on the AERIN Separation Screen.

**A mind stretched to  
a new idea, never  
goes back to its  
original dimensions.**

—*Oliver Wendel Holmes*



## Weaving Tradition and Innovation

By *Jacqueline Korengel*, Senior Associate KYAE,  
Jacqueline.Korengel@ky.gov

Kentucky Adult Education (KYAE) and the Kentucky Association for Adult and Continuing Education (KAACE) are co-sponsoring the national 2004 American Association for Adult and Continuing Education (AAACE) Conference, “*Weaving Tradition and Innovation*,” in Louisville, November 3 – 6, 2004.

A “*Kentucky strand*” has been organized which will highlight effective adult and continuing education strategies, particular to Kentucky, and that ultimately spell success for our adult students.

Topics of interest include family literacy, integrating technology, transitioning students to postsecondary education, professional development, data collection, ESL, workforce education/WorkKeys, Kentucky’s online learning products, leadership, corrections education, and teaching and learning strategies (i.e., reading and mathematics instruction) for literacy, ABE, and GED.

This year’s conference theme is “*Weaving Tradition and Innovation*.” So what does that really mean? Well, if you look up “tradition” in the dictionary you’ll find the following definition, “a time-honored practice or set of such practices.” If you do the same for “innovation,” you’ll find it says, “something newly introduced.”

With that in mind, our vision for this year’s conference is to honor those worthwhile and enduring practices we’ve forged over the years and embrace those “not so familiar” concepts and practices that may lead us to even greater successes. We anticipate presentations on adult education’s roots, successful teaching and learning practices, and intriguing examples of integrating technology.



**PD Connection**, Kentucky’s professional development newsletter, is published jointly by Kentucky Adult Education, Council on Postsecondary Education; the Adult Education Academy; the Kentucky Institute for Family Literacy; and Kentucky Adult Educators Literacy Institute. PD Connection is distributed online without charge to adult basic education practitioners and is published at [www.kyvae.org](http://www.kyvae.org).

## Calender of Events...

The complete PD Calendar at [www.kyvae.org](http://www.kyvae.org) has information about many opportunities including:

### September-October

- § **Assessment Quality,**  
Sept 9, Hazard; Sept 14, Frankfort
- § **Orientation to Curriculum & Instruction**  
Sept 15-16, Hampton Inn, Frankfort
- § **KAELI Statewide Networking Seminar**  
Sept 17, Lexington
- § **ABE Reading Instruction for Family Literacy**  
Sept 21-23, Louisville
- § **Orientation to Program Management**  
Sept 28-29, Hampton Inn, Frankfort
- § **Orientation to ESL (check online calendar)**
- § **Gearing Up for the Workplace**  
Oct 7, Mt. Sterling
- § **Adventures in Job Shadowing**  
Oct 14, Mt. Sterling

### NEW! COMING SOON!

- **NRS/AERIN Data Management for Program Directors**  
(check online calendar for dates)
- **ESL BEST Plus Workshop**  
(check online calendar for dates)

### NATIONAL

- **PLATO Learning Conference**  
Sept 20-22, Orlando, Fla
- **ProLiteracy Conference**  
Oct 7-9, Oklahoma City, OK